

## School Improvement Grant (1003g)

### LEA School Application: Tier I and Tier II

**The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.**

School Corporation East Allen County Schools

Number 0255

School Name Paul Harding High School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

☒ Transformation

☐ Closure

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### A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

## Worksheet #1: Analysis of Student and School Data

### ➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

### English/Language Arts

<b>Student groups not meeting AYP</b> (list groups below)	<b>% of this group not meeting AYP</b>	<b># of students in this group not meeting AYP</b>	<b>How severe is this group's failure?</b> (high, medium, low)	<b>How unique are the learning needs of this group?</b> (high, medium, low)
Free/Reduced Lunch	67%	78	High- have not increased over the last 3 years	High- students from poverty require high levels of effective instruction due to limited resources and opportunities at home to succeed

### Mathematics

<b>Student groups not meeting AYP</b> (list groups below)	<b>% of this group not meeting AYP</b>	<b># of students in this group not meeting AYP</b>	<b>How severe is this group's failure?</b> (high, medium, low)	<b>How unique are the learning needs of this group?</b> (high, medium, low)
Free/Reduced Lunch	65%	75	Medium- have shown improvement over the last 3 years	High- students from poverty require high levels of effective instruction due to limited resources and opportunities at home to succeed

<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren’t learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>65% of our 9<sup>th</sup> grade students with free / reduced lunch did not pass ISTEP+ in the strand of “vocabulary”, reading comprehension, and in literary response analysis.</li> <li>69% of our 9<sup>th</sup> grade students with free / reduced lunch did not pass ISTEP+ in the strand of the writing process. With 64 of our 9<sup>th</sup> grade students with free / reduced lunch did not pass the language conventions of the ISTEP+.</li> <li>66% of our 10 grade students with free / reduced lunch did not pass reading vocabulary strand of the ISTEP+, 65% of our 10 grade students with free / reduced lunch did not pass the reading comprehension strand of the ISTEP+.</li> <li>64% of our 10<sup>th</sup> grade students with free / reduced lunch did not pass the literary response of the ISTEP + strand.</li> </ul>	<ul style="list-style-type: none"> <li>Our reading and writing program does not differentiate sufficiently to meet the levels of the free / reduced lunch students.</li> <li>Not every 9<sup>th</sup> grade student takes a reading course nor is able to access our READ 180 program. Unfortunately, at present, due to a lack of student computers and limited licenses available, not all students who need to utilize this intervention tool are able to do so.</li> </ul>
<ul style="list-style-type: none"> <li>35% of the 10 grade class members are <b>English Language Learners / English as a Second Language (ELL / ESL)</b>, primarily Burmese. 100% of this population scored a level 1, 2, or 3 on the LAS Assessment: 78% scored at level 1, 18% scored at level 2, and 3% scored at level 3.</li> </ul> <p><b>We have disaggregated the proficiency level growth calculations for ESL students who took the 2009 LAS Links and also the 2010 LAS Links by grade level.</b></p> <p>-1 = Decrease in one proficiency level  0 = No change in proficiency level  1 = Increase of one proficiency level  2 = Increase of two proficiency levels</p>	<ul style="list-style-type: none"> <li>Our ELL program has been overwhelmed with the influx of recent students who require ELL assistance, most of which are from Burma.</li> </ul>

Here are those LAS Links results for Paul Harding:

### Paul Harding High School

Grade	# Stud	-1	0	1	2	3	Avg
9	10	1	8	1	0	0	0.00
10	78	7	56	14	1	0	0.12
11	9	0	7	2	0	0	0.22
12	2	0	2	0	0	0	0.00
<b>Total</b>	<b>99</b>	<b>8</b>	<b>73</b>	<b>17</b>	<b>1</b>	<b>0</b>	<b>0.11</b>

NOTE on DATA: “Avg” column reflects the overall average growth for the grade level. The “Total” row is for all students at Harding that took LAS Links both years. Only 17 students out of 99 grew 1 proficiency level. One student increased two proficiency levels. The overall average proficiency level growth is 0.11. The greatest average growth is shown by students who are juniors. 73 students did not move a proficiency level (0), but there could be growth within a proficiency level. 8 students actually decreased by one proficiency level.

### Mathematics

- More than 60% of our 9<sup>th</sup> grade students with free / reduced lunch did not pass five math strands on the ISTEP+:
  - 63% - Computation and Algebra
  - 62% - Measurement
  - 64% - Data analysis and probability
  - 63% - Problem solving
- More than 70% of our 10<sup>th</sup> graders with free / reduced lunch did not pass four (4) math strands on the ISTEP+:
  - 73% - Computation
  - 72% - Algebra and functions
  - 70% - Geometry
  - 72% - Data analysis and probability

Mathematics is not a focus in our PL 221 plan. Our students come to us with very weak skills and our remediation program has limited resources. We have a limited amount of differentiation of instruction in our math department.

## Student Leading Indicators

### ➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	67,500	67,500
2. Dropout rate*	13.2%	7.3%
3. Student attendance rate*	94.0%	94.8%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	24 students 4%	140 students 22%
5. Discipline incidents* Referrals, suspensions, expulsions+ +77 expulsions	2,913	2,347
6. Truants* Unexcused absences	2,211	1,988
7. Distribution of teachers by performance level on LEA’s teacher evaluation system  <b>Evaluation A</b> = 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers/ teachers new to EACS/ teachers in the Assistance Phase <b>Evaluation B</b> =3 <sup>rd</sup> and 4 <sup>th</sup> year teachers/teachers new to EACS with 2 or more years of prior teaching/teachers recommended for Plan B by their administrator <b>Evaluation C</b> = Occurs at least once every three years/self-evaluation for professional growth/ teachers may have up to two years to complete their plan	24% A  21% B  55% C	28% A  22 % B  50% C
8. Teacher attendance rate	90%	89%

\*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

**Number of Students (by year / by course):**

<b>Course Description</b>	<b>SY2007/2008</b>	<b>SY2008/2009</b>
AP Government	n/a	12
AP English 11	n/a	15
AP English 12	15	14
AP Calculus	9	4
AP U.S. History	n/a	12
Pre-Calc Dual Credit	n/a	11
ECC Eng 9 Honors	n/a	30
ECC Biology	n/a	21
ECC Algebra I	n/a	21

<p><b>What are key findings or summaries from the student leading indicator data?</b></p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i> “ Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p><b>STUDENT DISCIPLINE ISSUES / INCREASING POSITIVE STUDENT BEHAVIOR:</b></p> <ul style="list-style-type: none"> <li>Although the student discipline issues have decreased, the number of expulsions is significantly above our district average.</li> <li>The data shows that every two (2) days, 1% of the student population is expelled.</li> <li>On average, 13 incidents occur each day that result in removal of a student(s) from the classroom or for behavior modification.</li> </ul>	<ul style="list-style-type: none"> <li>There are limited interventions available for problem behaviors within our school.</li> <li>Few interventions currently exist to address challenging student behaviors.</li> <li>The school climate and culture relies on the district Student Code of Conduct that is punitive in nature. This is not effective for our culturally-diverse population. In addition, behavior modification and classroom management are areas of weakness for our teachers.</li> </ul> <p><b>Solution:</b> It is imperative that our students have a consistent, scientifically-based research/proven strategies that are culturally sensitive to improve our school climate and culture. This consistency will be provided through the Harding attendance area (Paul Harding High School (Grades 9-12), Prince Chapman Academy (Grades 6-7-8) Southwick Elementary School and Village Elementary School, coordination and</p>

	<p>alignment with these strategies. With your support of this 1003g award, our incoming 9<sup>th</sup> graders (from Prince Chapman Academy) will understand the behavior expectations through the common language and strategies that exist at both the middle school and at the high school.</p>
<p><b>NOT ENOUGH COLLABORATION TIME / IMPROVE CURRICULUM:</b></p> <ul style="list-style-type: none"> <li>There is minimal interaction between the ELL teachers and the general education teachers as well as between subject area teachers.</li> <li>Most current data shows that teachers on average are out of the classroom 18 days a school year.</li> <li>Teachers' instruction focuses primarily on content and is not sufficiently skills-based to meet the needs of our students.</li> <li>Number and percentage of students completing advanced coursework has hovered around 25% of the total student population.</li> </ul>	<ul style="list-style-type: none"> <li>Not enough time in the day.</li> <li>Professional development outside of our school contributes to the rate of teacher absence. In addition, there exists in the district a preponderance of teachers who regularly use personal illness days. Substitutes generally do not provide the same level of rigor as classroom teachers.</li> <li>Professional development with skills based and reading comprehension and vocabulary instruction is the focus for the term of this grant.</li> <li>The underlying cause for our low number of students completing advanced coursework is a direct result of a lack of exposure for our students who understand what our Early College Program is and how it may benefit them. In addition, our students have challenges with transportation to get to the college campuses. We have to also challenge and change the thinking of many of our families who would be first generation bound students and families.</li> <li>We have limited course offerings for advanced coursework through advanced placement and are challenged by an apparent lack of interest on the part of students.</li> </ul> <p><b>SOLUTION:</b> Research presented by the Woodrow Wilson National Fellowship's Foundation publication <i>Early College Success, Scaffolding Experiences for Students and Faculty in an Early College School</i>, July 2008, reported that on the STAR program where 70 percent of current seniors in 2008 have earned college credit and all of its 2007 graduates matriculated to college. We propose to expand our current Early</p>

	<p>College programming by</p> <ul style="list-style-type: none"> <li>▪ Provide a student orientation and bridge program for our incoming 9<sup>th</sup> grade students.</li> <li>▪ Provide for a summer immersion and bridge courses for our 11<sup>th</sup> and 12<sup>th</sup> grade students.</li> <li>▪ Provide for extra-curricular support from current college students</li> <li>▪ Provide for transportation to college campuses.</li> </ul>
<p><b>PROFESSIONAL DEVELOPMENT / DATA UTILIZATION:</b></p> <ul style="list-style-type: none"> <li>▪ Differentiation of data is not utilized by many teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of time and ability to analyze data keeps teachers from utilizing differentiation.</li> </ul> <p><b>SOLUTION:</b> Results-based professional development through the Leadership and Learning Group (headed by Douglas Reeves) will be provided so that teachers know how to analyze data and disaggregate data. This training will be job-embedded and on-going throughout the school year (following initial training during the summer of 2010). Attached in our appendix to this application is a citation for the definitive data on results produced in this state from this professional development (white papers - Elkhart Public Schools, etc.). For a comprehensive description of this integral part of our professional development, we request that you please also refer to our school's attached proposed professional development calendar for SY2010/11 – which was developed by representatives at the district level with input from several individuals – as well as the three-year professional development calendar which we are attaching to this application. The three-year calendar contains our proposed professional development provided through this 1003g award. Without your support, we will likely only be able to implement these trainings in a very slow manner as we would need to rely upon our Title I funding.</p>



## Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.			X		2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school		X			4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.			X		1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased student learning time.

<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	X				1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X		X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.		X  X  X  X	X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<b>What are the key findings from the self-assessment of high-performing schools?</b>  <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”  <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students; we don’t really get into the students’ different cultures. “	<b>What is at the “root” of the findings? What is the underlying cause?</b>  <i>Appropriate example</i> ” We don’t know how to align our curriculum across grade levels.”  <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”
<b>Principal and Leadership</b> <ul style="list-style-type: none"> <li>At present, the principal must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</li> <li>The principal spends the majority of time on the whole managing the school</li> </ul>	<ul style="list-style-type: none"> <li>At present, the teacher contract binds us, however, the contract does not require to negotiate evaluative items.</li> </ul> <b>SOLUTION:</b> The transformational principal that will be hired will be thoroughly knowledgeable of the importance of classroom instructional walkthroughs and will be the instructional leader in the school.
<b>Improvement in Instruction / Curriculum</b> <ul style="list-style-type: none"> <li>Curriculum is not available to all students, e.g. English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</li> <li>Leadership does not observe nor evaluate teachers for use of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of writing a curriculum to match the course sequences for our English language learner program. (please see attached course sequence) An ELL Instructional Coach is provided for the district for the first time in the school year 2010/2011 who will be working with teachers to develop this curriculum for our English language learners. Our special education</li> </ul>

	<ul style="list-style-type: none"> <li>Our teacher evaluation process, outlined in more detail in sections D and E, requires the use of classroom observation on curriculum implementation as the methodology for teacher evaluation.</li> </ul>
<b>Disaggregation of Data / Professional Development</b> <ul style="list-style-type: none"> <li>Our data are not regularly used by teachers nor are they routinely disaggregated by teachers</li> <li>Our data are not used to determine appropriate instructional strategies</li> <li>Formative assessments are not used on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be intensively trained on the use of data and how to effectively use it to inform their instructional decisions. Our teachers have traditionally been focused on content instruction and must look at skills instruction through the use of student data to improve our student achievement levels.</li> <li>Specific training on how to write, score, and review formative assessment by content area will be provided by our instructional coaches.</li> <li>Although overall we scored our professional development section as a “2”, we know that research shows that job-embedded professional development through our on-site instructional coaches will help improve our use of data as well as provide for increased teacher knowledge and implementation of differentiated instructional strategies to meet the needs of all of our students.</li> </ul>
<b>Parents, Family and Community Partners:</b> <ul style="list-style-type: none"> <li>Does not provide extended supports</li> <li>Parental support is limited</li> </ul>	<ul style="list-style-type: none"> <li>Many of our parents do not feel the need to be an integral part of the school because these are high school students. However, we intend to open our school doors to our community stakeholders through our extended learning program and our Save Our Schools volunteer program.</li> <li>Our Parent Academy will address the needs of all parents – especially providing extended support for our Burmese parents (35% of our student population) by providing English language instruction so that our Burmese parents can participate in our school culture. In addition, our Parent Academy will partner with our parents to provide relevant and pertinent information</li> </ul>

	<p>from How to Fill out a FAFSA form to How to Communicate with Your Child's Teacher to How We as a School can more adequately address the needs of their child (see Parent Academy brochure – attached)</p>
<p><b>Cultural Competency</b></p> <ul style="list-style-type: none"> <li>▪ Approximately 60% of our student population is African American.</li> <li>▪ 35% of our student population is English Language Learners with an anticipation of 36% of our student population being ESL learners for SY10/11 (with the reconfiguration in our district of our ESL programming) – the majority of our ESL students will be Refugees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents are often overwhelmed and may feel uncomfortable about coming to school (based upon prior experiences and / or a feeling of inadequacy).</li> <li>▪ The need for additional understanding on the part of our teachers and staff to learn about cultural differences and the importance of differentiated learning is absolutely critical to our success. We will ramp up the training we have begun with the National Urban Alliance (more details follow in section D) to address these concerns and increase the knowledge of our teachers related to cultural issues.</li> <li>▪ The District has dedicated a director for English Language Learners as well as numerous Burmese translators and other supports with the expectation that our ELL students will be proficient over the next three years. The ELL Department will be one that can be replicated by other districts who want to establish a successful ELL program.</li> </ul>

## B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

<b>Turnaround Model</b>
<b><i>Required Elements</i></b>
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

<b>Transformation Model</b>
<b><i>Required Elements</i></b>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> <li>1. Replace the principal who led the school prior to implementing the model.</li> <li>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal</li> <li>3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not.</li> <li>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.</li> <li>5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.</li> </ol>
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> <li>1. Establish schedules and implement strategies that provide increased learning time.</li> <li>2. Provide ongoing mechanisms for family and community engagement.</li> </ol>
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> <li>1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</li> <li>2. Promote the continuous use of student data to inform and differentiate instruction.</li> </ol>
<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> <li>1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).</li> <li>2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.</li> </ol>

<b>Turnaround Model</b>
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

<b>Transformation Model</b>
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> <li>1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>2. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</li> <li>4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.</li> </ol>
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> <li>1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>2. Implement a school-wide "response-to-intervention" model.</li> <li>3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.</li> <li>4. Using technology-based supports.</li> <li>5. In secondary schools – <ol style="list-style-type: none"> <li>a) increase rigor</li> <li>b) summer transition programs; freshman academies</li> <li>c) increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> <li>1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.</li> <li>2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.</li> <li>3. Implement approaches to improve school climate and discipline.</li> <li>4. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ol>
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> <li>1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.</li> <li>2. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>

<b>Restart Model</b>
<b><i>Required Elements</i></b>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<b><i>Permissible Elements</i></b>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

<b>School Closure Model</b>
<b><i>Required Elements</i></b>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- ***Instructions:*** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

*Intervention model selected:* **Transformation**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

**RESPONSE:** Based upon the issues identified in our building through our data, findings, root cause analysis as well as our self-assessment, the following **four critical reforms** must be taken to transform our school and achieve our aggressive student achievement goals. Therefore, we are selecting the following **four (4) reform areas** to focus our transformation:

- 1. INCREASED INSTRUCTIONAL DAY:** Increase the amount of learning time available to students by 300 hours per school year (including dismissal time). The 300 hours meets the Federal Guidelines for optimal extended learning to occur. Please refer to the additional details outlining this program contained (below) in this section and the next sections.
- 2. STUDENT DISCIPLINE:** Improve school-wide climate and discipline through specific focused school-wide procedures and processes. Please refer to the additional details outlining this program contained (below) in this section and the next sections.
- 3. CURRICULUM / INSTRUCTION:** Strengthen the core academic program by coordinating the English / Language Arts and ESL programming with focused, job-embedded professional development monitored for fidelity by the building administrator. Please refer to the additional details outlining this program contained (below) in this section and the next sections.



**4. COLLABORATION / PROFESSIONAL DEVELOPMENT / USE OF DATA FOR INCREASED TEACHER STRATEGIES:** Create a system and structure of **academic teams and common planning time to analyze student data**. Please refer to the additional details outlining this program contained (below) in this section and the next sections.

**RESPONSE:** The model we have selected will create teacher, principal and student change in each of our four components. These transformational changes will occur through the four (4) proposed components of our program, as follows:

1. **Increase the amount of learning time** for students
2. **Improve school-wide climate** through specific actions to **decrease incidents of student discipline and to promote positive / appropriate** student behavior
3. **Strengthen the core academic program particularly in English / Language Arts** (because, as mentioned above, we will soon be educating a significant number of students representing our ESL population) and provide focused, job-embedded **professional development** monitored by the building administrator. ELL and general education teachers will establish a coordinated curriculum based upon the schedule of classes (see attached). The teachers will be required to utilize this curriculum. The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming.
4. Provide **professional development** to train teachers on how to disaggregate data, increase collaboration / common planning time for teachers, assist teachers with how to analyze student data and provide opportunities for teachers to learn from one other and from instructional coaches effective instructional strategies based upon the individual learning needs of our students. A concerted effort on all professional development opportunities will be a full integration of ELL courses and general education courses.

The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming (see attached letter from Greg Geise, President, East Allen Educators Association). Details related to **each** of these critical components will be provided more specifically below:

**1. Increase the amount of learning time / Increase community partnerships:** We propose that beginning with SY2010/2011, our school year will increase by 300 hours (annually) supplying additional learning time for students (including dismissal time). The 300 hours meets the Federal Guidelines for optimal extended learning to occur. This transformational change component (extended learning time) will engage our principal, teachers, students, parents and community members. See specifically sections D and E of this application for additional details on our extended-learning program components.

**2. Improve School-wide climate and discipline:** All staff will be trained on **Positive Behavior Intervention Strategies (PBIS)** and **Restorative Justice**. **PBIS** is a research-based program where faculty and students create common positive behavior outcomes and hold themselves accountable for the implementation of these outcomes. **Restorative Justice** is a decision-making framework that guides the implementation of best evidence-based academic and

behavioral practices for improving academic and behavioral outcomes for our students. This will result in a teacher and student change to less reactive responses to behavioral issues, improved classroom management and student discipline, and increased supports for students whose behaviors may require more specialized assistance.

- All students will be assigned to an interdisciplinary team which will implement the **Response to Intervention (RtI)** model to ensure each student's individual success. The RtI model also addresses tiered level behavior interventions of which Family Group Decision Making and Restorative Justice are Tier III interventions.
- All students will be assigned to an advisory group where a trained certified staff member will create a classroom environment to address the social, emotional, and academic needs of his/her students outside of the core academic classroom environment.
- Comprehensive and systemic community mentoring (as described further later in this application when detailing the Partnership League) is an integral part of this model which will result in a improved / positive change in school climate through positive interactions with community adult role models.

This transformational change component (improved school climate and improved student discipline) will engage the principal, teachers, students and parents.

### 3. Strengthen the core academic program particularly in

- **FIRST STRAND:** The first strand for strengthening our core academic program is to enhance our English / Language Arts and English Language Development. This is essential because, as mentioned above, we will be educating a significant number of students within our population who are English Language Learners, many of whom are refugees with limited or interrupted formal education. See number of enrollments by grade and proficiency level below. Approximately 230 of our students out of 279 ESL students are refugee students.

2010-2011		Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
PHHS	Total	55	61	124	39	279
	Level 1	29	44	79	16	168
	Level 2	5	5	23	14	47
	Level 3	4	4	10	6	24
	Level 4	7	7	9	3	26
	Level 5	5	1	3	0	9

To achieve this goal, our grant will allow us to do the following:

- Improve the proficiency levels of ESL students by strengthening the core academic program through concurrent scheduling. (Please refer to the attached course alignment and schedule to show alignment between general education students and ELL students.) Students are scheduled in two ENL courses, earning Language Arts and World Language credits, taken concurrently by proficiency level 1-2 students. The World Language standards at this level support the basic learning of foundational English Language skills. Proficiency level 3-4 students will take ENL and general education English courses

concurrently (see attached planned Concurrent High School Schedule). This will enable us to ensure that students have access to the core curriculum in addition to English Language Development classes. An ELL instructional coach will work to determine appropriate course placement based on assessment data.

- To ensure that content area learning is accessible to all students, teachers will be trained in the SIOP Model (Sheltered Instruction Observation Protocol). Through the use of SIOP, general education teachers will incorporate both content and language objectives in their classes. Implementation of SIOP lesson preparation is a required element (see attached sample SIOP lesson plan). Through self-assessment and work with instructional ELL coaches, teachers will also implement features of the model. The SIOP model components include building background knowledge, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. The ELL instructional coach will model lessons and conduct observation using the SIOP tool to provide feedback to teachers.

#### **SIOP model research states:**

The SIOP Model was developed in a national research project sponsored by the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003 to assist the nation's population of diverse students, including those at risk of educational failure, to achieve academic excellence.

One of the goals of CREDE was to develop an explicit model of sheltered instruction. When the research began, sheltered instruction was widely advocated as an effective instructional strategy for language minority students, but there was little agreement among practitioners as to what constitutes an effective sheltered lesson.

Through literature review and with the collaboration of practicing teachers, researchers at California State University, Long Beach (Jana Echevarria and Mary Ellen Vogt), and the Center for Applied Linguistics (Deborah J. Short) identified instructional features of high-quality sheltered lessons. The model was refined over several years of field testing.

Early research found the SIOP Model to be effective with English Language Learners (ELLs) as measured by narrative and expository writing assessments. CAL is currently conducting further research in schools by facilitating professional development on the SIOP Model and examining the effects of SIOP-based instruction on student achievement in core content areas and in English language development.

***SOURCE: ERIC Journal EJ861315***

- ENL and English Language Arts teachers will have common planning time with an instructional coach in order to provide time to plan differentiated instruction, analyze data from common assessments to guide instruction and regroup students based on skill mastery, and target instruction in Reading, Writing, Listening, and Speaking domains.

- Hire a teacher to conduct adult ESL classes for incoming refugees with fewer than 20 high school credits. Currently there are 28 students who are over the age of 21. These students are challenged in obtaining a proficient level of English in order to meet high school graduation requirements in a reasonable period of time. Research indicates that it takes 5-7 years to develop fluency in English.
- **SECOND STRAND:** A second strand of strengthening our core academic program is a **job-embedded professional development focused on project based learning and NUA strategies**. As we have demonstrated with our data, our teachers are more content based than skills based. These two strategies will address those weaknesses and make teacher instruction stronger. All staff will be fully trained in **National Urban Alliance (NUA)** strategies as the framework from which to teach the EACS district curriculum and will be accountable to implement NUA strategies in their classroom. Additional information is provided in Sections D and E of this application.
- All staff will be trained in **Project-Based Learning (PBL)** and will be required to implement these strategies in their classroom. In the past, the teachers have implemented PBL in a very limited fashion – by only selecting pieces and parts instead of implementing the program with fidelity.
- The building administrator will spend at least 40 – 60% of his/her time monitoring classrooms and providing feedback to teachers on the efficacy of their instructional practice.
- Place five (5) instructional coaches who will provide job-embedded professional development and will be attached to a content area team. An ELL instructional coach will provide job-embedded professional development for content-area teams.
- Certified teachers (2) will be hired to ensure class size is optimal for transformation. The addition of two certified teachers will be to ensure appropriate scheduling may occur.
- Collaboration for all teachers is a minimum of three (3) hours a week. All teachers will work as a department team.
- **THIRD STRAND:** The third strand of strengthening our core academic program is to **fully implement our Early College initiative** which is further described below: During the school year 2010/2011, we evaluated our Early College program that has been in our school for three years. Our Early College research/evaluation committee consisted of certified staff, parents, community/business partners, students, and a school board member. The Early College high school based on the principle that academic rigor, combined with the opportunity to save time and money is a powerful motivator of students to work hard and meet serious intellectual challenges. Early College High schools blend high school and college in supportive program which compresses the time it takes to complete a high school diploma and the first two years of college. Although most Early College high schools use start up funding from foundations such as the Bill and Melinda Gates Foundation or the Carnegie Corporation of New York, we have secured a minimal amount of funding to support 23 9<sup>th</sup> grade students and 27 10<sup>th</sup> grade students. We have realized that our limited funding has provided challenges for us. These challenges are:

- Our limited success is due to not being able to follow the Early College process with fidelity.
- We have a serious challenge because most of our students do not have their own transportation which prevents them from being able to access our partner college campuses.
- We have limited support systems and interventions for our students interested in Early College who might not have the appropriate skills necessary for their success.
- We need to change the thinking of many of our families for whom this would be a first generation college family.

To address these challenges, we would like to offer tutoring for our Early College students through the Collegiate Connection. We propose to offer academics through the summer through a Bridge and Summer Orientation program for our incoming 9<sup>th</sup> graders who participate to help students become acclimated to an early college. This program will review the skills that students need to be successful in this program. We propose to hire a teacher who will coordinate this program and will teach a course called College 101 for students enrolled in their first dual credit class. College 101 is a non-credit course that reviews college readiness skills, looks at the search for a college, and covers the financial aid and admissions processes. The course changes to meet the students' needs and covers topics such as: time management, study skills, ethics, and plagiarism. We further propose to support our teachers in our Early College program to work closely with our college professors to develop appropriate curriculum. Each student enrolled in the Early College program will have an individual intervention plan to ensure that should they struggle academically, they will receive academic support.

**4. Professional Development / Disaggregating Data:** All teachers will implement rigorous data analysis during their common planning time. The tiered RtI model will be implemented school-wide. Leadership and Learning Group will provide research-based strategies through their comprehensive training on how teachers and administrators analyze data to improve instruction. Please refer to Section D for additional details.

## C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached budget is aligned to four reform areas and is specific to the initiatives within each reform area.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		The required timeline and budget are included in this application (see specifically Section E for our program Timeline and the Budget Section for our detailed program Budget). In addition, We have attached a three-year proposed Professional Development timeline which we have prepared to show our capacity for immediate implementation of this program upon approval of funding.
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		The budget reflects adherence to Indiana Board of Accounts rules and regulations and are appropriate for the transformational goals we have established.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Total requested budget is \$5,025,635: Year 1 = \$1,688,795 Year 2 = \$1,688,420 Year 3 = \$1,688,420
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		Based upon our district’s identification as a district not meeting AYP, our new Superintendent has reorganized central office administrators. This proposal recognizes that reorganization of responsibilities to provide the support necessary for our principal to have success. Turnaround Division established in the district and led by our former Title I Program Administrator (Britt Magnuson). (See attached organizational diagram.) We simply cannot keep doing the same things we have been doing and expecting different results. That is one of the primary reasons we made a commitment to developing a written curriculum (as discussed previously in this application).

Capacity Task	Yes	No	District Evidence
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		Budget is established and is aligned with the identified four (4) reform areas.
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>	X		<p>Resume and/or job description of individuals to lead this transformation are attached (information in parenthesis indicates fund they will be provided by):</p> <ul style="list-style-type: none"> <li>▪ Transformational principal (General Fund)</li> <li>▪ Manager of Community Partnerships (1003g)</li> <li>▪ Community Coordinator (1003g)</li> <li>▪ Assistant Principal for Assessment (1003g)</li> <li>▪ Community School Dean/Manager of Transformational School (1003g)</li> <li>▪ 3 Instructional Coaches (1003g)</li> <li>▪ ELL Instructional Coach (General Fund)</li> <li>▪ District Instructional Coach (General Fund)</li> <li>▪ 3 Certified Teachers (1003g)</li> <li>▪ Manager of Family Group Support (General Fund)</li> <li>▪ Family Group Specialist (Title I)</li> </ul>
8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. <i>All models</i>	X		Sign-in sheets and agendas from community stakeholder meetings which have been conducted in order to appropriately prepare, discuss and submit this application. Based upon discussions which occurred at these meetings and following, it is clearly evident that our community stakeholders are ready to work together to create the transformational change necessary for all of our students to succeed. All meetings are listed on the cover application completed by our District. A representative sampling of these items is attached to this application. If additional information is requested by the IN-DOE, we will provide it. In addition, the stakeholders in our district (board, administration, teachers and staff) are also prepared to do what it takes to transform our school leading to success of our students. (See letter of commitment from Board of School Trustees as well as the signed commitment from our teachers – both documents are attached to this application.)
9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		Letter of commitment from our Board of School Trustees president. (See attachment.)



Capacity	Yes	No	District Evidence
10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		<b>Commitment Letter from the Corporation's Superintendent</b> stating agreement, leadership and support of our transformational efforts proposed in this application (see attached letter).
11. The teachers' union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. <i>Turnaround, Transformation Models</i>	X		<b>Commitment Letter from Greg Geise, President, East Allen Educators Association (Teachers' Union)</b> stating the commitment of the EAEA to working with EACS throughout the summer with the intent of reaching agreement on our transformation program. See attached letter.
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		<b>Nation-wide</b> posting of our transformational principal job description has been completed. We are in the process of hiring an individual who adheres to the specific job requirements listed in the attached job description. <b>For additional details please refer to details we have included in section E1 of this application.</b>
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. <i>All models</i>	X		The <b>timeline</b> for implementing the four areas of reform to transform our school is aggressive as all four areas will be implemented during SY2010/2011 as described in Section E of this application. In addition, please refer to our attached proposed <b>three-year Professional Development timeline</b> . We prepared this document to show our capacity and ability for immediate program implementation upon your approval. <b>See specifically Section E – "Tasks" column for additional, clear and specific details.</b>
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i>	X		Because we have the support of our leadership, community stakeholders and union, our staff is now empowered with the capacity to make the transformational changes proposed in this application under the leadership of our transformational principal (TBD). The <b>positions</b> (i.e. principal, Manager of Community Partnerships, Manager of Family Group Support, etc.) which have not been filled to date will be filled with highly-able, high quality educational professionals who will be leaders in our building and will be selected by our transformational building principal (when named). Please refer to the <b>resumes</b> we have



			<p>attached for those who have been instrumental in preparing this application as well as for those who are potential candidates for the positions that will be available through this 1003g grant award and the job descriptions which will be filled (attached). (We have not included the resumes of all of the teachers who led the effort to complete this application because of the amount of space – instead, we have simply included a signed document from our teachers showing their commitment to the transformation of Paul Harding High – attached):</p> <ul style="list-style-type: none"> <li>▪ Britt Magneson (Title I director as well as our Executive Director of Student Services – resume attached)</li> <li>▪ Natalie Drummond (Director of Instructional Support and ESL Director – resume attached)</li> <li>▪ Marilyn Hissong (Administrator on Special Assignment – resume attached)</li> <li>▪ James Hendrix (Title I Assistant Director – potentially Manager of Community Partnerships - see attached resume)</li> <li>▪ Shirley Smith (Student Relations Coordinator – potentially Manager of Family Group Support - see attached resume)</li> <li>▪ Rose Fritzinger (Director of Development – see attached resume)</li> </ul>
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>	<b>X</b>		<p>Under the leadership of the Superintendent, funds will focus on the successful implementation of our four (4) critical reform areas. Federal, state and local funds will be coordinated, including but not limited to Title I, Title IIA, Title III, as well as funding the Corporation receives to assist our burgeoning refugee student population. Directors will coordinate this effort.</p>
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	<b>X</b>		<p>Pending approval of this 1003g grant to allow for implementation, the increase in our instructional day has been approved by our School Board. The teachers and administrators recognize the necessity to increase the time available for students to learn as discussed in this application.</p>

## D. LEA Commitments (Actions) for All School Intervention/Improvement Models

### ➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. <i>Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
2. <i>The LEA has or will recruit, screen, selects and support appropriate external providers.</i>  <b>NATIONAL URBAN ALLIANCE FOR EFFECTIVE EDUCATION (NUA)</b>	The following detailed information is being provided to show very clearly what we have planned. We identify our external providers (below) and we also state the reasons they were selected (because of their success with other schools in similar situations to our school) for each provider:  Paul Harding High School began working with <b>National Urban Alliance for Effective Education (NUA)</b> in SY2009/2010. This external provider has been very supportive of the transformational efforts that have begun at Paul Harding. The teachers and administrators agreed that the professionals from NUA were highly effective in their provision of services and were helping us to accomplish student achievement goals and cultural competency. In addition, our Cambridge report (fall of 2009) highlighted the work of NUA as an initiative to support and to continue. The National Urban Alliance for Effective Education (founded upon the work of Dr. Eric J. Cooper) had been funded by district-wide professional development funds (Title I AYP funds) and this partnership began with Paul Harding High School, Prince Chapman Academy, Southwick Elementary School and Village Elementary School in 2009. These area schools in our district feed into Paul Harding High School: Prince Chapman Academy is our middle school and Village and Southwick are our two

**NATIONAL URBAN ALLIANCE  
FOR EFFECTIVE EDUCATION  
(NUA) (continues here...)**

feeder elementary schools (Grades PreK-5 and K-5 respectively). Continuation of this NUA initiative will allow for the language and processes to build upon each other (from the students' perspective and from the teachers' and parents' perspectives) to provide for consistency and efficient instruction. Kids will not have to re-learn something each time. That becomes even more evident in the behavior improvement section wherein there are consistent expectations of students.

Since we have only just begun our partnership with NUA, we are not able to provide any significant data related to student improvements. However, we are able to make general statements that the teachers and leaders believe this collaboration with NUA is being very well received and should continue. The efforts appear to be having a tremendous impact in the educational climate here at PCA and we hope to have data soon to show the marked increases students are making.

**NUA EVIDENCE OF SUCCESS:** NUA was originally selected as an external provider by our Title I Program Administrator (Dr. Jeanne Zehr) who recognized the tremendous impact that NUA had on other urban schools across the USA and the potential for increasing the educational climate and increasing student achievement in our Paul Harding High School attendance area schools. To show evidence of NUA's success with other schools (i.e. to show they excel in research-based programming under the direction of Dr. Eric J. Cooper, President), we provide the following information from the NUA website:

- "In 2001 Beardsley Elementary School in Bridgeport, Connecticut, was labeled a failing school under No Child Left Behind, one of the first schools in the nation to receive this designation. Today, the sounds of success are everywhere. In Connecticut, math scores have increased an average of 89 points since 2006. District wide, that growth was 87 points. Beardsley grew 111 points. Entering the school, one is immediately struck by the enthusiasm of the students and teachers alike, and their love of their building. Beardsley was a school no one wanted to attend, now it is a school no one wants to leave." *Source:* [www.nuatc.org](http://www.nuatc.org)

An article reflecting the benefits that the San Francisco United School District is seeing directly related to their collaboration with NUA expert strategies states:

**NATIONAL URBAN  
ALLIANCE FOR EFFECTIVE  
EDUCATION (NUA) (continues  
here...)**

- “In San Francisco, despite rising test scores for the last eight years, the work to improve student success for the lowest-performing students continues. Teaching very young students here, with their diverse backgrounds and different languages spoken at home, is something Glen Park Elementary second grade teacher Anna Dearlove is familiar with. She has begun using some new techniques that are showing signs of success with her students.”
- “Teachers at ten district schools are learning these and other techniques through the National Urban Alliance (NUA), an organization that SFUSD is partnering with this year to offer teacher training, coaching, and modeling. Dearlove [a teacher] says her first few months using NUA methods have been rewarding. ‘What I like about the NUA is that the coaches get right to the point with strategies I can use as soon as I leave the training, and every student can benefit.’” *Source:*  
[www.nuadc.org/articles/pdf/sfufsd\\_school\\_times\\_winter\\_2010.pdf](http://www.nuadc.org/articles/pdf/sfufsd_school_times_winter_2010.pdf)

Dr. Eric J. Cooper posted an article on the NUA website on April 26, 2010 entitled **The Effects of Race, Poverty & Equal Opportunity in America**. Excerpts of Cooper’s article are included below to emphasize the work that our PCA teachers and leaders have been focusing upon with Cooper’s help and that of his expert professional staff of advisors:

*In his State of the Union speech, President Obama pointed to a world-class education as one of the best anti-poverty programs. But our system can’t live up to this aspiration unless we first recognize the racial inequality in our schools ultimately harms our shared national interest, and then develop a 21<sup>st</sup> century approach to learning that can address the challenges facing our schools.*

*The clarion call has already been sounded. The New Commission on the Skills of the American Workforce said in 2007 that:*

*If we continue on our current course, and the number of nations outpacing us in the education race continues to grow at its current rate, the American standard of living will steadily fall relative to those nations, rich and poor, that are doing a better job. The core problem is that our education and training systems were built*

**NATIONAL URBAN  
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EDUCATION (NUA) (continues  
here...)**

*for another era, an era in which most workers needed only a rudimentary education. It is not possible to get where we have to go by patching that system. We can get where we must go only by changing the system itself.*

*Businessman and philanthropist Bill Gates is another who has consistently sounded alarms about the state of education in America. In a February 2010 Newsweek piece, he wrote: "If we don't find ways to improve our schools, making them more effective and more accessible, we won't fulfill our commitment to equal opportunity, and we will become less competitive with other countries."*

*Ignoring this call to action would especially hurt the growing number of black and brown citizens educated in schools that have been called the "drop-out factories of cities." But the damage would not be limited to a minority of Americans. The U.S. Census Bureau has widely reported that America will go from a majority-white to majority-minority nation in 2037.*

*America must recognize that its self-interest is framed by its ability to address the challenges of racism, poverty and equal opportunity—recognizing the effects that they, separately and together, have on the life trajectories of the nation's youth and thus its future.*

*Our future must focus more on what connects us and less on what divides us. As Ben Franklin said at the signing of the Declaration of Independence, we must all hang together or we shall hang separately. We must craft and commit to smart policies that bring together unifying aims, distinctive strengths and shared resources for the common good.*

*But if shared national values are not enough of an incentive, then the growing international focus on transforming education systems should motivate our country to action. Virtually every region in the world faces a similar challenge—how to educate its people to find work and build human capital in a world undergoing change faster than ever. The Hong Kong Education Commission of 2003 is but one example of the zeal shown by others. [...] Source: [www.nuatc.org](http://www.nuatc.org)*

**IMPROVEMENT IN  
CURRICULUM and  
INSTRUCTION**

At present, fully 94% of our students are an ethnicity other than Caucasian. The leadership of NUA has helped Paul Harding teachers and leaders learn a great deal about how to set expectations for success to help students from poverty break the cycle of poverty and make academic achievement. Paul Harding has indeed been a fortunate beneficiary of NUA's support and leadership on culturally-responsive education. The need to continue the momentum of this partnership – which has increased morale and has enhanced relationships among staff members and between staff and students – is absolutely critical to our continued success: increasing academic achievement for every child. As noted above, NUA is expert at working with urban schools and helping them transform into successful schools. In summary, we have laid a good foundation for increasing student achievement with NUA. According to our Cambridge report (Fall 2009), this area (our selection and use of this successful and culturally-responsive external provider) is one of the current areas of success for our school. Teachers and leaders in our building have embraced NUA. In January and March of 2009, principals participated in NUA Leadership Training. This training will continue in 2010. In particular, our building's transformational principal will participate in the NUA Turnaround Leadership Institute and includes the Multi-District Leadership Training cohort (consortium of other transformational principals). Instructional coaches will attend NUA Summer Academy (3 days). The NUA mentors are scholar practitioners--teachers and university faculty who promote higher student achievement through structural and instructional interventions incorporating the latest research on organizational development, cognition, reasoning, thinking, and higher-order comprehension skills. Through our work with NUA representatives, we have the ability and capacity to do the work that will help each student grow academically. With your support we will continue this nascent relationship with continued focus to transform our school and increase student achievement.

**Project Based Learning (PBL)**

In addition to working with NUA, we will also require the full implementation of **Project-Based Learning (PBL)** across the curriculum beginning with SY2010/11. The following is a succinct summary of Project Based Learning:

Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities

	<p>are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.</p> <p>Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.</p> <p>Project Based Learning teaches students 21<sup>st</sup> Century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.</p> <p>Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.</p> <p>Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.</p> <p>Combining these considerations, we define Project Based Learning as: <i>a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.</i></p> <p><b>Source:</b> <a href="http://www.pbl-online.org">www.pbl-online.org</a></p> <p><b>PBL SUCCESS:</b> According to the PBL-online research (provided by the Buck Institute for Education), “Research studies have demonstrated that as with any teaching method, PBL can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. At its worst, it can be a colossal waste of time for all concerned.” The report continues showing PBL success</p>
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<p><b>IMPROVE SCHOOL-WIDE CLIMATE / IMPROVE STUDENT BEHAVIOR / INCREASE PARENT and FAMILY INVOLVEMENT:</b></p>	<p>through the following data.</p> <ul style="list-style-type: none"> <li>▪ be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.<sup>1</sup></li> <li>▪ be more effective than traditional instruction for teaching mathematics,<sup>2,3</sup> economics,<sup>4</sup> science,<sup>1,5,6</sup> social science,<sup>7</sup> clinical medical skills,<sup>8</sup> and for careers in the allied health occupations<sup>7</sup> and teaching.<sup>7</sup></li> <li>▪ be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.<sup>1,9,2</sup></li> <li>▪ be more effective than traditional instruction for preparing students to integrate and explain concepts.<sup>10</sup></li> <li>▪ improve students' mastery of 21st-century skills.<sup>11,12</sup></li> <li>▪ be especially effective with lower-achieving students.<sup>1,4,6</sup></li> <li>▪ provide an effective model for whole school reform.<sup>13</sup></li> </ul> <p>Footnotes have been omitted but are available at this link: <a href="http://www.bie.org/about/does_pbl_work/">http://www.bie.org/about/does_pbl_work/</a></p> <p>Project Based Learning has begun in our school; however, it has not been implemented with fidelity. We will do so beginning with SY2010/11. In order to implement a successful PBL program, essential professional development for our teachers must occur. This will consist of three (3) days of summer training and year-long support with six (6) days through virtual learning. (See attached 3-year professional development plan.)</p> <p>Through our efforts – both working with NUA and increasing the fidelity of our PBL program – we also recognize the need to utilize research-based, effective behavior skills with our students to see increased positive student behavior. This is extremely important when working with students who are adolescents. As mentioned on our Student Leading Indicators data (page five of this application), our incidents of truancy, student discipline issues and unexcused absences is trending in a downward direction. This is a good thing and we want that to continue that trajectory, however, we do recognize the need to significantly reduce those numbers NOW in order to provide an ever-more conducive environment for ALL students to learn. To accomplish this goal, we are beginning to implement the <b>Positive Behavior Intervention Supports (PBIS)</b> program and will add the <b>Restorative Justice</b> and <b>Family Group Decision Making</b> models as our Tier III interventions. Indeed, with <i>Title I</i></p>
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	<p>funds, these three (3) highly-effective programs are beginning to be implemented during the summer of 2010. Please refer to the detailed training schedule we have developed which is available in section D3 of this application and in the attachments. Then, with your support, we will be able to fully implement these strategies during SY10/11 and beyond through this 1003g support.</p>
<p><b><i>SIOP: Sheltered Instruction Observation Protocol model</i></b></p>	<p>To ensure that content area learning is accessible to all students, teachers will be trained in the SIOP Model (Sheltered Instruction Observation Protocol). Summer training dates for SIOP have been tentatively scheduled (these dates will be finalized when this award is provided) for August 9-11, 2010. Through the use of SIOP, general education teachers will incorporate both content and language objectives in their classes. Implementation of SIOP lesson preparation is a required element (see attached sample SIOP lesson plan). Through self-assessment and work with instructional ELL coaches, teachers will also implement features of the model. The SIOP model components include building background knowledge, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. The ELL instructional coach will model lessons and conduct observation using the SIOP tool to provide feedback to teachers.</p>

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<b>3. Align other resources with the school improvement model.</b>	
○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided.	

What follows is a summary, in the format provided by the IN-DOE, to show alignment of our proposed programming with resources.

Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
<b>Reform Focus:</b> Improve school-wide climate and discipline through specific focused school-wide procedures and processes.	Transformation through utilization of the following models: PBIS, Restorative Justice, Family Group Decision Making. And, in conjunction with NUA	<b>Title I – BASIC and ARRA</b> (AYP professional development funds for district in improvement status)
Assistance with design and implementation of <b>improvement plan including high-quality job-embedded professional development</b> designed to assist schools in implementing the intervention model	Transformation through focused professional development aligned with state standards	<b>Title I – BASIC and ARRA</b> (AYP professional development funds for district in improvement status)
Job-embedded <b>staff development</b> for teachers and principal aligned to grant goals to assist ESL learners and all of our students	Transformation to provide general educators and ESL educators with training	<b>Title III</b> – District receives due to large ESL enrollment <b>NESP Grant</b> – District receives due to large ESL enrollment
Use of <b>research-based instructional practices</b> that are vertically aligned across grade levels and the state standards	Transformation through NUA initiative	<b>Title I – BASIC and ARRA</b> (district in improvement status)
<b>State Resources</b>		
<b>Reform Focus:</b> Strengthen the core academic program particularly in English / Language Arts and ESL programming with focused, job-embedded professional development monitored for fidelity by the building administrator.	Transformation through increased collaboration time and development of written curriculum	Current collaboration time (district-wide ½ hour student early release every Wednesday) (General Fund) Curriculum development (Title IIA)
High Ability student support	Transformation through increased resources	High Ability Grant

***What follows is a detailed description showing the alignment of each resource related to our proposed transformation – financial and non-financial resources are listed below:***

***Alignment with other funding:***

***Title I***

Paul Harding does not presently receive Title I funding, however, Paul Harding does have a School Improvement Plan (SIP) in place. The focus of the SIP at Paul Harding is reading comprehension.

- ♦ Title I (BASIC / ARRA) funds SY10/11 will be used to support the following positions:
  - Professional Development funds available because we are a district in improvement status. The Transformational Principal (when named) will be instrumental in providing input and leadership to our Title I department as determinations are made on how to most effectively improve our effective and efficient use of this AYP professional development funding.

- ♦ Title I (BASIC / ARRA) funds will be used to support the following professional development / training opportunities:

- **Positive Behavior Institute**
  - 5 staff, guidance counselor, and assistant principal (August 3-4)
- **Restorative Justice (training)**
  - 30 staff and assistant principal attended training (June 5)
- **Collaboration Teams / Subject Level (training)**
  - 8 teams of 5 staff each for three days of training (TBD)

- ♦ IDEA funds will provide three special education teachers and three paraprofessionals at Paul Harding High School. These individuals will help support students and staff by providing:
  - Self contained classroom for ED students
  - Implement Read 180 and System 44 (both programs are support through Title I)
  - Revised SE course schedule to ensure a clear and concise definition of classes with a purposeful process to schedule students into special education classes

***IDEA***

- ♦ Title IIA supports Curriculum / Instruction improvements. The Title IIA funds for our district were / are being utilized to pay lead teachers (as described earlier in this application) to compile and write a written English / Language Arts curriculum for Grades K-8 as well as a written curriculum for Mathematics for Grades K-6. These lead teachers have been working on this project full-time since January of 2010 in preparation to roll-out training this summer for teachers and leaders as well as for full implementation on the first day of school SY2010/11. When additional Title IIA funding becomes

<p><b>Title IIA</b></p> <p><b>Title III / Non-English Speaking Program (NESP)</b></p> <p><b>High Ability</b></p>	<p>available from the IN-DOE, teachers as well as central office will work with the Transformational Principal to determine an appropriate strategy for utilization. It is our intent that the successful transformation of our school will provide leadership on future district initiatives.</p> <ul style="list-style-type: none"> <li>♦ Non-English Speaking Program (NESP) grant and Title III, Part A – Limited English Proficient (LEP) funding is currently received by the district and utilized to provide a Hispanic and Burmese parent liaison. As mentioned previously, it is the intent of the district to fully fund and support an English Language Learner department where all of our ELL students will be proficient within three years. The ELL Instructional Coach (provided by Title III) will be included in the district-wide professional development for all instructional coaches. Professional development for ESL and general education teachers will also continue to be supported. Because of the reconfiguration of our ESL programming (as described earlier in this application – the ESL population will be served in our concentrated attendance area), we will benefit from the increased assistance available to support our ESL learners.</li> <li>♦ Professional Development will also be supported by Title III and NESP funds for building background knowledge, affective filter, and planning and integrating content and ELP standards, and building academic vocabulary. Professional development for bilingual support staff will include intake study, interpretation processes and classroom management, and vocabulary development instruction.</li> <li>♦ High Ability (HA) funds are currently received by the district and utilized ½ to provide for a district-wide HA coordinator and ½ for training and materials for instruction with high ability students. Current HA efforts are focused on grades K-12 and students are selected based upon abilities. Every school is included in this selection process and students from PCA have been identified and do benefit from High Ability funds. Obviously, these students have little difficulty passing ISTEP and mastering standards, however, they will also benefit directly from the extended-learning time we propose to utilize during this grant term; including, the additional time with teachers as well as time with community organizations to help these high-ability students (and ALL of our students: Black, Special Education, Free/Reduced and Overall) with setting expectations and increasing knowledge.</li> <li>♦ The extended-learning time that we propose will be held on Mondays, Tuesdays, Wednesdays and Thursdays affording one additional hour per school day. The program will consist of two (2) separate components: the first will provide a focused concentration on mastering State standards and the second will provide a focused concentration on experiential opportunities for students through community partnerships and resources. We have selected to refer to these two (2) components of our one-hour extended-learning program, which would be established with this 1003g funding, as follows:             <ol style="list-style-type: none"> <li>1. <b>Academic League</b> – this is the portion of the extended-day programming that will focus upon</li> </ol> </li> </ul>
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***Commitment from  
our community  
members is essential  
to our success.***

A key aspect of the extended learning program will be the integrated enrichment through community partnerships. Prince Chapman Academy and Paul Harding High School teachers will meet during the early

	<p>extended learning planning process to create a “wish list” of enrichment activities they hope the schools can offer if the school day is extended. Based in part of this “wish list,” the schools will invite community partners to provide enrichment programming during the year. Dr. James Hendrix, the extended learning program facilitator, will recruit these partners by using a process developed by school officials. Each prospective partner will be invited to respond to a partnership request for proposal (RFP) and submit a proposal that outlines the scope and sequence of their programming, based on student outcomes that teachers have identified. School officials will then select partners based on their compatibility with both schools’ goals and their capacity to implement high-quality, experiential, standards-based enrichment. Partner programming will be matched up with the appropriate grade levels.</p> <p>The rotating electives will be offered to all students during two 12-week modules during the school year. Students will participate after school for 60 to 90 minutes, two to four times per week, with the community partners designing and implementing the weekly lessons. Teachers from Prince Chapman Academy and Paul Harding High School will work with community partners to create opportunities for alignment between core and enrichment curricula. This collaboration will help to build relationships between community partners, teachers, and students. Over time, teachers will be able to integrate the content and pedagogy of community partner programs directly into their teaching practices. During the course of one year, all students in each grade will participate in two different modules.</p> <p>Evaluation of the extended learning program will have two components: <b>implementation</b> and <b>outcomes</b>.</p> <p>In the <b>implementation</b> component, school officials will develop a detailed document describing why the school district chose to adopt the extended learning initiative and how district leaders planned for and implemented the extended learning initiative. As part of this research, school officials will use the following methods of data collection:</p> <ul style="list-style-type: none"> <li>A. <b>Document review</b> extended learning schools’ plans, schedules, budgets, and other resources;</li> <li>B. <b>Interviews</b> with key stakeholders (e.g., principals, superintendents, and other district personnel);</li> <li>C. <b>Focus groups</b> with teachers, parents, and others;</li> <li>D. <b>Surveys</b> of teachers and students to test for change in attitudes among teachers and students at the start of implementing the extended learning program; and</li> <li>E. <b>Extant data</b> collected by the schools and district to examine changes in attendance, demographics, and other information.</li> </ul>
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	<p>EACS officials will continue to revisit questions of implementation during the course of the evaluation to learn how and why the schools may change the ways in which they develop the initiative.</p> <p>In the <b>outcomes</b> component, EACS school officials will review the impact of the extended learning initiative on students, teachers, parents, Prince Chapman Academy and Paul Harding High School, the district, and other stakeholders (e.g., community partners). Evaluators will generate a range of indicators to measure effects. They will use the same methods indicated above to track outcomes on various groups.</p> <p>Because the ultimate goal of the extended learning initiative is to produce improvements in student achievement, evaluators will complete an analysis of the most important indicator available: scores on the state assessment test (ISTEP+) in English/language arts, mathematics, and science. Evaluators will examine changes in scores across time.</p> <ul style="list-style-type: none"> <li>♦ It must be emphasized that our extended learning opportunity is dependent upon community partners stepping forward and become part of our students' lives. The relationships we have begun to build with our community partners is something that we will work to strengthen and we look forward to our new principal making connections within the community and inspiring true "community" spirit. Through the partnerships that our Transformation Principal and our Community Manager, we will build our community into a strong community, centered on trusting and mutually beneficial relationship with children who are well grounded with a solid educational foundation. These efforts will take many volunteers and family involvement to succeed. Through the establishment of our Parent Academy, we will be able to encourage parent / family involvement leading to increased support of efforts to make transformational change.</li> <li>♦ Each transformation component will be aligned with individual student learning needs. Commitment from our community members is essential to our success. Several community partners have already submitted an RFP to serve as community partners in our transformational efforts.</li> </ul>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b>	
<p>Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p><b>TEACHER EVALUATION PROCESS:</b> The District will utilize the <b>Indiana Department of Education’s Teacher Effectiveness Rubric 2010 (Draft # 7 – utilizing the “Key w/Data Chart” found on page 9)</b> to evaluate teacher performance. <i>A copy of that document is attached to this application.</i> The four rating categories are “highly effective,” “effective,” “improvement necessary/progressing” and “ineffective”.</p> <p>At the end of SY2010/11:</p> <ul style="list-style-type: none"> <li>▪ According to the Teacher Effectiveness Rubric (Draft #7), we will use the quantitative numbers are attached to the proficiency levels. Any current PCA teacher(s) with an identification of “highly effective” or “effective” or above will receive positive recognition for their efforts during the past school year. Those teachers will be identified as “highly effective” or “effective” depending on their score (see Teacher Effectiveness Rubric 2010).</li> <li>▪ Any PCA teacher(s) with an identification of “improvement necessary / progressing” will be placed on teacher assistance for the next school year (SY2011/12). These teachers will receive additional assistance from the leadership and from our instructional coach(es) throughout the school year and may be required to undergo additional extensive professional development. These teachers will be identified as “improvement necessary/progressing” (see attached IN-DOE Teacher Effectiveness Rubric 2010).</li> <li>▪ Any PCA teacher(s) with an identification of “ineffective” will be reassigned to another building in the district where they will be placed on the teacher assistance phase for the next school year (SY2011/12). That is, these teachers (identified as “ineffective”) will be dismissed from PCA because they have been identified as “ineffective” – see attached IN-DOE Teacher Effectiveness Rubric 2010).</li> </ul> <p>At the end of SY2011/12:</p> <ul style="list-style-type: none"> <li>• Any teachers on the assistance phase from Year 1 (that is, they were identified as “improvement necessary/progressing”) must be identified as “highly effective,” “effective” and “improvement necessary / progressing” (including Grade Level</li> </ul>



	<p>Student Performance) based upon the Teacher Effectiveness Rubric 2010 in order to continue teaching at Paul Harding High the following year. These teachers will receive additional assistance from the leadership and from the instructional coach(es) throughout the school year.</p> <ul style="list-style-type: none"> <li>Any teachers identified as “ineffective” (including Grade Level Student Performance) based upon the Teacher Effectiveness Rubric 2010 will be dismissed.</li> <li>Any new teachers hired into the building will begin the process as a year 1 teacher (see SY2010/11).</li> </ul> <p><b>PRINCIPAL EVALUATION PROCESS:</b> The Principal evaluation will be based upon the attached Indiana Department of Education’s Principal Effectiveness Rubric 2010 (version #4) combined with our current District Principal Evaluation system (attached). There are three domains in the IN-DOE Rubric: student outcomes, teacher effectiveness and leadership actions. At present, throughout the district, our principals receive a comprehensive evaluation from our Assistant Superintendent of School Management, our Superintendent and District Cabinet members. We will continue to refine and reflect upon the future draft(s) provided by the IN-DOE to evaluate our principal’s effectiveness.</p>
<p>Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p><b>STAFF EVALUATION PROCESS:</b> All teachers in our building will be evaluated on an annual basis. Our evaluation process will include annual observations of teachers and leaders and is at least 51% based upon the grade level student performance in English/Language Arts and Math on ISTEP+. In our proposed program, we will analyze student assessment results on a grade level basis. That is, in our case, grades 6, 7 and 8. Teachers will work collaboratively to improve the scores of students in grades 6, 7, and 8 in all core content areas. Grade level results will be compared to schools with like demographics in order to obtain the level of demonstrated student growth. If grade level results of student growth are comparable to schools with like demographics, the teacher evaluation point scale will reflect this.</p> <p><b>PRINCIPAL EVALUATION PROCESS:</b> The Principal evaluation will be based upon the Indiana Department of Education’s Principal Effectiveness Rubric 2010 (version #4) and the current District Principal Evaluation system (attached). Student growth (grades 6, 7 and 8) will be reviewed. At the end of SY2010/11, the student growth results will be reviewed and</p>

	the principal will be evaluated based, in large part, upon these results.
Clear dismissal pathway for ineffective teachers and principals.	<p><b>TEACHERS:</b> As stated above, there is a clear pathway for teacher dismissal based upon the identification of teachers as “Improvement Necessary/Progressing” or “Ineffective.”</p> <p><b>PRINCIPALS:</b> Principals who are identified as “Improvement Necessary/Progressing” or “Ineffective” will be reassigned or dismissed.</p> <p>The Board of School Trustees letter of support and commitment (attached to this application) states that the our Board of School Trustees will “support [efforts]...by eliminating barriers to successful implementation of the Transformational Model...”. This statement provides evidence that any / all policy(ies), when appropriate so to do, related to evaluation of teachers and principals in our building to effectuate the successful implementation of our transformational programming which will lead to increased student achievement.</p>
<i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	<p>Paul Harding High leadership will have the flexibility to hire, retain, transfer and replace staff based upon results of the IN-DOE’s Teacher Effectiveness Rubric. The EAEA (Teachers’ Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational piece. And, under the leadership of our new principal, teachers new to the building will undergo a rigorous interview process for placement at PCA.</p> <p><b>TEACHERS / STAFF:</b> In order to promote staff stability and increase retention and to assist in recruitment, we will offer the following monetary incentives:</p> <ul style="list-style-type: none"> <li>• All full-time, certified staff will receive \$1,000.</li> <li>• All full-time, non-certified staff will receive \$500.</li> </ul> <p>In addition, financial incentives will be provided based upon grade level student performance / student growth. Again, to reiterate, as mentioned above, we will be comparing schools with like demographics in order to determine whether that grade level has clearly demonstrated student growth. When grade levels exhibit an increase in student performance / student growth they will be recognized with a monetary incentive of \$3,000 per teacher. All teachers will be working collaboratively to improve the scores of students in grades six,</p>

	<p>seven, and eight in all core content areas.</p> <p>When a grade level demonstrates improved achievement, special area teachers, instructional coaches, and reading specialists will be compensated the same amount of \$3,000. Even though special area teachers may be a part of increased achievement in multiple grade levels, they are only eligible for compensation equal to that of one grade level. And, if teachers serve more than one grade level, and any one of their grade levels make proficient growth, they will receive \$3,000.</p> <p><b>PRINCIPALS:</b> In addition, financial incentives will be provided based upon grade level student performance / student growth. Again, to reiterate, as mentioned above, we will be comparing schools with like demographics in order to determine whether that grade level has clearly demonstrated student growth. When grade levels exhibit an increase in student performance / student growth principals will be recognized with a monetary incentive of \$2,650 per grade level for achieving growth. All teachers will be working collaboratively under the leadership of the principal to improve the scores of students in grades six, seven, and eight in all core content areas.</p>
Appropriate amount of instructional time added (if required by the model).	300 extra hours of learning time will be added to the school year beginning with SY2010/2011. This includes dismissal time. The program will occur on Mondays, Tuesdays, Wednesdays and Thursdays and will last for one hour daily. This 300 hours of extended learning time meets the Federal Guidelines for optimal extended learning to occur. <i>Specific details regarding our extended learning program (consisting of our Academic League and our Partnership League) are located (primarily) in sections D3 and E6 of this application.</i>

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
1. Continuous measurement of effectiveness of model's implementation provided.	Monthly evaluation and technical assistance will be established to review principal data on classroom observations, mClass assessments in reading and mathematics, teacher effectiveness evaluations, Acuity data in language arts, mathematics, science and social studies, and morning meeting data. These meetings will be attended by the Transformation Principal, Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment,

	<p>Director of Accountability and teacher leaders. Through these regularly-scheduled and interactive meetings, we will continuously monitor the progress of our efforts throughout the term of this award. Through these evaluative meetings, we will, under the leadership of our transformational principal, be able to make revisions to the program to improve what is not working as effectively as is necessary and to continuously focus our efforts on transformational change so that all of the components of this program are implemented with fidelity. Through this continuous measurement and evaluation of our programming, we will see transformational improvements in our students and in our staff.</p>
<p>2. Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</p>	<p>Through our monthly evaluative meetings, analysis of the data will propel needed transformational change and/or mid-course corrections. These meetings will be attended by the Transformation Principal, Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Director of Accountability and teacher leaders. Through these regularly-scheduled and interactive meetings, we will continuously work to adapt and improve the program to ensure that regular measurements / evaluations of our program's implementation lead to the success of our students. These meetings will continue to occur following the grant term to ensure sustainability of our transformation as the increased evaluation of our implementation will serve to increase the level of fidelity of implementation and continue our transformation for increasing student achievement. Changes will be made when deemed appropriate to do so by our leadership team under the direction of our principal.</p>
<p>3. Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>Due to current fiscal considerations, sustaining the emphasis of this funding after the funding term ends is indeed a prodigious task. East Allen County Schools' commitment to secure additional funding is very strong. During the three-year term of this grant, we will work to develop resources to continue transformational programming at our school under the direction of the Superintendent and Board of School Trustees, as follows:</p> <ol style="list-style-type: none"> <li>1. Stagger teacher schedules to continue extended learning time</li> <li>2. Develop strong commitments from community partners to continue providing extended learning opportunities for students.</li> <li>3. Our district is in the process of reconfiguring our current programming and school offerings through our Facing the Future initiative. See <a href="http://www.eacs.k12.in.us">www.eacs.k12.in.us</a> for a full copy of this document wherein current discussions are occurring related to the District's reviewing of data to determine how to operate within the funding available.</li> </ol>

	<p>Through the work of our dedicated team of leaders (including administrators, teachers and staff, we are identifying potential funding partners to help us continue following the lapse of this award to continue to operate those portions of the program which will require continued funding. Foellinger Foundation (a local private foundation) has supported East Allen County Schools over the past several years in amount exceeding \$4,800,000.00. The primary support Foellinger has provided has been in the form of the Learning Perspectives initiative (a five-year program based upon the work of Dr. Ruby Payne) and through their support for 15+ years of our Summer Center program. Based upon a thorough review of our district and individual school data, we will be able to marshal our resources to our successful reform efforts with the aid of our Corporation's Director of Development (grantwriter).</p>
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## E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

### ➤ *Instructions:*

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

### **Turnaround Model**

(Guidance Document, Section B, pages 15-18)

☐ We will implement this model.    ☒ We will not implement this model - move to next model.

### **Transformation Model**

(Guidance Document, Section E, pages 22-27)

☒ We will implement this model.    ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<ul style="list-style-type: none"> <li>Completed and posted Transformation Principal job description (see attached)</li> <li>Job description posted to the EACS website, IN-DOE's website, included in <i>Education Week</i> and on the ISTA website - reaching a National audience at every level</li> <li>Notified current principal that she will not be returning to PCA</li> <li>We have begun to screen and validate the record of effective improvement of potential candidates through demonstrated efficacy of leading school transformation</li> <li>We will conduct interviews to select a Transformation Principal</li> <li>Hire the Transformation Principal</li> </ul> <p><b>NOTE:</b> EACS representatives received word on 05/26/2010 while attending the technical assistance program provided by the IN-DOE that the Indiana Department of Education has learned (per guidance they received from the US-DOE dated 05/24/2010 for 1003g applicants) that there is a potential that PCA could keep our present principal in place since she only began serving as a principal at PCA in SY2008/2009. We had already posted the job description and informed our principal that she would not be returning to PCA. We will look forward to receiving additional guidance from Indiana Department of Education leaders related to the issue of replacing our building principal.</p>	Superintendent and Human Resources Director	June - August
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<ul style="list-style-type: none"> <li>Our East Allen Educators Association - EAEEA (our teachers' union) is committed to working throughout the summer with the intent of reaching agreement on this transformation. We will utilize the IN-DOE's Teacher Effectiveness Rubric 2010 (draft #7) for evaluations.</li> <li>Teacher and principal evaluation tools (described in significant detail in Sections D and E of this application) will be in place beginning with the SY2010/2011. The Indiana Department of Education teacher evaluation and principal evaluation tools will be</li> </ul>	Director of Curriculum and Instruction	June 2010 preparing for implementation for beginning of SY10/11 (ongoing)

	<p>reviewed for utilization as we develop our evaluation models. Principals and teachers will be included in the discussions and we will utilize what flexibility is possible within our teachers contract to develop an appropriate evaluation tool for teachers.</p> <ul style="list-style-type: none"> <li>▪ We look forward to participating in technical assistance provided by the IN-DOE in various forms throughout this three-year program term.</li> </ul>		
<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>Using the teacher and principal evaluation tools described above, we have established clear pathways to reward school leaders, teachers and staff through our transformation model and we have provided clear pathways for dismissal of those who do not meet the required level (see responses in Section D above). These actions are tied to our comprehensive teacher evaluation system and will be required elements to receive a financial incentive, as follows:</p> <p>In order to promote staff stability, the transformational model and team building, the District will compensate staff in SY2010/2011 using the following scale:</p> <ul style="list-style-type: none"> <li>▪ All full-time, certified staff in our building will receive \$1,000.</li> <li>▪ All full-time, non-certified staff in our building will receive \$500.</li> </ul> <p>To promote student academic success, as mentioned in section D4 of this application, our students in grade levels will be compared to schools with like demographics in order to demonstrate student growth. When grade levels exhibit an increase in student performance, they will be recognized with a monetary incentive of \$3,000 per teacher (the maximum per teacher / per year is \$3,000). All teachers will be working collaboratively to improve the scores of students in grades six, seven, and eight in all core content areas. This will eliminate the sense of competition between teachers and lead to a better team building environment where everyone recognizes the part they play in helping each of our children grow academically.</p>	<p>Director of Curriculum and Instruction</p>	<p>June 2010 preparing for implementation for beginning of SY10/11 (ongoing)</p>



	When a grade level demonstrates improved achievement, special area teachers, instructional coaches, and reading specialists serving that grade level will be compensated \$3,000. There will be a maximum of one \$3,000 award per year / per teacher – even if a teacher is part of the reason for student growth across one or more grade levels.		
4. <i>Provide high quality, job-embedded professional development.</i>	<p>Please refer to our proposed three-year Professional Development timeline (attached). This document was prepared with the direct input and direction of our teachers. The emphasis areas are aligned with the goals of our School-Wide Plan which was approved by the IN-DOE's Title I department. This document specifically reflects professional development necessary to meet the needs identified in our "Analysis of Student and School Data," "Student Leading Indicators" and "Self Assessment of Practices High-Performing Schools" contained in this application.</p> <ol style="list-style-type: none"> <li>1. Approved providers provide overviews and in-depth professional development on our initiatives (Leadership and Learning Group, National Urban Alliance and other providers as described in detail throughout this application).</li> <li>2. Our Instructional Coaches will provide for demonstrative lessons, reflective planning, data analysis and positive behavior support for all of our staff.</li> <li>3. Instructional coaches will be required to be in classrooms performing example lessons and be reflective on part of all staff.</li> <li>4. Our community partners who are selected through the RFP process will be required to attend school-based training on policies and procedures as a condition of their selection.</li> </ol>	Division of Curriculum and Instruction: Executive Director of Student Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD)	Begun and ongoing
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Our comprehensive staff evaluation model (the IN-DOE's Teacher Effectiveness Rubric 2010 – draft #7) contains the following specific components to retain those staff identified as "Highly Effective" and "Effective" through the use of financial incentives. Teachers will be evaluated using the evaluation tool. Teachers will then receive one of these identifications: "Highly Effective," "Effective," "Improvement	Division of Curriculum and Instruction – Executive Director of Student	Begun and ongoing

	<p>Necessary/Progressing” or “Ineffective.” When necessary, if there are not enough teachers identified in the two highest categories, then teachers who are “highly effective” or “effective” will be recruited by our principal to fill positions within our school.</p> <p>As described in response to Question 3 of this section (above) staff will be compensated in SY2010/2011 using the following scale:</p> <ul style="list-style-type: none"> <li>▪ All full-time, certified staff in our building will receive \$1,000.</li> <li>▪ All full-time, non-certified staff in our building will receive \$500.</li> </ul> <p>To promote student academic success, as mentioned in section D4 of this application, our students in grade levels will be compared to schools with like demographics in order to demonstrate student growth. When grade levels exhibit an increase in student performance, they will be recognized with a monetary incentive of \$3,000 per teacher (the maximum per teacher / per year is \$3,000). All teachers will be working collaboratively to improve the scores of students in grades six, seven, and eight in all core content areas. This will eliminate the sense of competition between teachers and lead to a better team building environment where everyone recognizes the part they play in helping each of our children grow academically.</p> <p>When a grade level demonstrates improved achievement, special area teachers, instructional coaches, and reading specialists serving that grade level will be compensated \$3,000. There will be a maximum of one \$3,000 award per year / per teacher – even if a teacher is part of the reason for student growth across one or more grade levels.</p> <p>Related to career growth opportunities, teachers who attain advanced education are provided additional pay (indexed) via the salary schedule. Teacher leadership opportunities through team leaders and school improvement team membership will be identified by the principal and</p>	<p>Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD)</p>	
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	be reflected in their Teacher evaluation under the professional leadership category (domain number 4). Additionally, the principal will review evaluation results annually to promote teachers to attain additional leadership responsibilities.		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
6. <i>Provide increased learning time for students and staff.</i>	<p><b>Extended-learning time:</b> As stated primarily in Section D of this application, our extended-learning time will be comprised of two components: <b>Academic League</b> and <b>Partnership League</b>. We are providing additional details regarding those two components in this section to show how this increased learning time will help students and staff. These two, specific components will include the following:</p> <p>For the <b>Academic League</b> portion of our proposed programming, during the first one-half hour of our one-hour extended-learning time, teachers would provide <b>ALL OF OUR STUDENTS</b> with additional instruction taught by certified teachers via instructional groups. These groups will have an area of emphasis on reading, writing, science, and mathematics standards. Teachers will analyze and use disaggregated data to determine the level of student mastery of learning standards from which to base the year-long instruction. Based on our current ISTEP data released in June 2010, we will prioritize the standards from weakest to strongest to determine the focus for each instruction group. Based on this prioritized list, grade level teachers will use collaboration time this summer to create an instructional calendar for the Academic League. This collaboration time has already been scheduled and teachers are eager to attend to begin scheduling and planning for this program's success – which means our students will be succeeding at an ever-increasing rate.</p> <p>The Academic League calendar for SY10/11 will be developed collaboratively within the grade level and include an instructional focus for each lesson. Teachers will be asked (not required) to staff the extended learning time for SY2010/11 and will be compensated for their time. Teachers are on-board with this proposed additional learning time and they see what benefits the students will receive. During SY2011/2012, our teachers will be required to serve students during extended learning time and will understand that it is an expectation to employment in our building. Instructional focus lessons will be written this summer with the intent that grade level teachers will share resources for these focus lessons and will</p>	<p>Division of Curriculum and Instruction: Executive Director of Student Services, Director of Assessment, and Director of Curriculum and Instruction Building principal (TBD) and Community Manager</p>	<p>June – August (planning, selection and begin to implement). Ongoing term of award</p>

	<p>share best practices for engaging students during the Academic League. Our summer collaboration time will jumpstart this process and, during our weekly team meetings during SY10/11, we will continue to share best practices, write additional focus lessons, and share individually written focus lessons.</p> <p>A mini assessment will be administered after each instructional focus lesson to identify mastery and non-mastery on an individual student basis. These mini assessments will also be created this summer during collaboration time and administered according to the Academic League calendar during SY10/11. The results of these assessments will be included in our grade level weekly meetings and will inform the instruction and the instructional groupings throughout SY10/11.</p> <p>For the <b>Partnership League</b> component (the second part of our extended-learning program), we will utilize rotating electives where <b>certified staff</b> will offer additional instruction based on student interest and available community resources. Identified students will be assigned to the various rotations based on student need such as additional English Language Learner instruction, Math Acceleration, or READ 180. (A sample student choice form can be found in the appendix. This document is based upon the form used successfully by Clarence Edwards Middle School (Boston Public Schools).</p> <p>Community Partners are being asked to step forward for this programming through the completion of a Request For Proposal (RFP) process. The RFP has been posted on our District's website and applications must be submitted in the coming days in order to be eligible to serve as a potential Community Partner during the Partnership League time: the second one-half hour of extended-learning time for our students (as described above). (A copy of the Community Partner RFP is attached to this application in the appendix.) To date, we have already received over 20 completed applications from interested community representatives. These include but are not limited to CANI (Community Action of Northeast Indiana), Crime Victim CARE of Allen County, and Fort Wayne Urban League. The completed applications will be reviewed and the selected Community</p>		
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	<p>Partners will work in conjunction with our certified teachers to make the extended learning time a joint effort to increase student achievement through an increased knowledge of what is available in the community. It is important to note that our teachers will be teaching this component and the community partners will serve as a guest in the classroom to share with students and help to engage every student in learning.</p> <p>Completed RFPs will be reviewed by and selected by the District's Title I office with input from teachers and the principal. NOTE: if our principal has not been named by the time a determination on the RFPs must be made to ensure appropriate scheduling, then the principal will serve as a leader for the next school year's selection (SY2011/12). Further, it is likely – since this is a brand new program – that we do anticipate the need to open an additional window of time for community partners to respond to an additional RFP. In this manner, we will ensure that there are a number of excellent candidates who are constantly refreshing to the students and meeting individual student goals to increase their understanding of the community. These might include but would likely not be limited to increasing student knowledge as to what resources are available in our community, what careers students might find interesting to pursue and/or prepare for their futures and additional time with adults who want to build relationships with our students. Community Partners will be required to sign a commitment form to agree to the dates of service so that we may prepare a schedule for students to be placed in the various Partnership League sections. Students will be asked to select which Partnership League section they would like to attend and we will do our best to comply with those requests on an individual basis. See <i>sample Student Interest Form</i> which is from the Clarence Edwards Middle School.</p> <p>The EAEA (Teachers' Union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. Upon notification of this 1003g award, we will place the final touches on the schedule to accommodate this extended-learning program – especially through the organization of the teacher schedule and the identification and selection of community partners to provide resources during the extended-learning time. The</p>		
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	<p>Manager of Community Partnerships and Community School Dean / Manager will work closely together to ensure the successful implementation of effective partnerships and will keep the principal informed of all aspects of this programming to ensure that each moment of this extended learning time with our students is as effective as possible.</p> <p>The anticipation is that we will continue to grow this program whereby PCA will become a community center, accessible to all community stakeholders.</p>		
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will be intensely trained on data analysis through the Leadership and Learning Center. <i>See attached three-year professional development schedule which has been developed with substantial PCA teacher input and aligns to our School-Wide Plan.</i></li> <li>2. Establish assessment protocol for formative and summative assessments. Focus will be upon disaggregating the data to lead to improved student achievement / growth. The disaggregation of the data will lead to an improved understanding of what interventions need to occur for students. And, appropriate professional development (see attached PD timeline) will be provided. Also, through the addition of our Instructional Coaches, teachers will have a model within their classrooms regularly to demonstrate best practices and effective instructional strategies which are specific to the needs of the students.</li> <li>3. We will establish the collaborative norm for our teams to discuss student data during their common planning time at least three (3) times per week. This will be a requirement. Evaluations of Teacher Effectiveness will demonstrate very clearly whether and how teachers are becoming more effective and professional development will be provided (as described above and throughout this application).</li> <li>4. Monthly review meetings to discuss program and analyze data will be attended by Community School Dean / Manager of Transformational Schools, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Principal, district Director of Accountability, Executive Director of Student Support and teacher representatives. At these meetings, each educational professional will formally report (in the form of a</li> </ol>	<p>Director of Accountability</p>	<p>Strategic professional development begins in June and will continue through August. That PD is supported throughout the school year and the subsequent summers</p>

	presentation) on the successes and challenges they are encountering with our transformational efforts.		
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ol style="list-style-type: none"> <li>1. Through professional development provided (as described earlier through the National Urban Alliance (NUA), Leadership and Learning Group and for the models we will use to transform our school: Project Based Learning, Restorative Justice, RtI and Positive Behavior Intervention Strategies) all staff will more fully understand the required use of differentiated instruction in the classroom and will implement same with fidelity. Teachers will be held accountable for their appropriate use of these models through the leadership of our transformation building principal and our instructional coaches.</li> <li>2. All teachers/staff are required to devote a majority of their common planning time to reviewing and analyzing student data which includes student discipline data, formative and summative assessment data.</li> <li>3. A professional library will be established for professional resources and including a data wall with school data. The professional library will be highly utilized by the instructional coaches to lead professional development on-site, within the building.</li> <li>4. Student assessment and behavior data will be available to staff during faculty meetings, in teacher lounges, on the school's website, and in the professional library. Data will truly drive our transformational efforts.</li> <li>5. Each teacher will establish a data wall outside their classroom.</li> <li>6. Regularly scheduled parent newsletters will contain ongoing student data progress. And, parents will be encouraged to contact their child(ren)'s teachers to request meetings / discussion relative to student growth.</li> <li>7. Based upon the Advisory Group model, each student will set his or her achievement goals on an on-going basis throughout the school year. NWEA will be utilized for this process. This is a process involving the "home-room teacher".</li> </ol>	Director of Accountability	Ongoing



Elements	Tasks	Lead Person/ Position	Time Period (month)
9. <i>Provide mechanisms for family and community engagement.</i>	<p>In addition to our community component (Partnership League), which we have described throughout this application (i.e. the RFP process to select organizations and individuals to come forward to provide additional learning opportunities for our students, etc.), we will continue with our family events: such as “Back to School Nights”, Literacy Nights, and scheduled Parent/Teacher Conferences, parents will participate in textbook adoptions and mid-terms and quarterly report cards are used to keep parents informed of their student’s academic and behavioral performance. In addition, assessment reports, ISTEP+ results are provided to parents. This data describes the students’ current abilities, growth they have made and where they should be for their current age and grade in school. Telephone conferences, Informal parent/teacher conferences, and Individual Education Plan meetings are held with parent attendance when appropriate. Parent initiated contact is always encouraged. We have a Parent Room which provides support materials for parents.</p> <p>The following new initiatives will propel us to the next level of family / parent engagement, including: a <b>Community Mentor</b> to provide services to both parents and students in order to create a more cohesive relationship between home and school. The community mentor will partner with community resources to assist in areas of language acquisition for parents, college application training, parent communication with schools, and volunteer coordination. A <b>Parent Academy</b> will be implemented where parents may participate in a schedule of workshops to give parents the tools they need to help their children be successful in school. Examples of workshops may include: College Applications and Financial Aid: How to apply and obtain funding, Basic Computer Skills, Communicating with Your Child’s Teacher, Staying Healthy and Active, Local Resources: What are they and how can they help?, Potential Career Development Opportunities (for parents and students) and Introduction to the English language classes. Our</p>	<p>Manager of Community Partnerships</p> <p>and</p> <p>Manager of Family Group Support</p>	Ongoing

	<p>goal is to show parents that educators appreciate, value, and respect them and their children, and how parents how to support their child’s education. See attached Parent Academy brochure.</p> <p>Then, with the addition of our Partnership League, our community organizations will come forward to help us engage students in learning during that one-half hour component of our extended learning time. This addition to our student programming will help our community truly understand the important role they play in helping our students grow.</p> <p>Our community program is described in more detail in section D4 and E3 of this application.</p>		
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<ul style="list-style-type: none"> <li>Principal will have direct control of school’s budget</li> <li>Principal will have the full support of our newly-created Turnaround Division team members to establish appropriate staffing</li> <li>Principal will work with our district’s Turnaround Division team members (see attached organizational chart) to ensure effective use of allocations and grant funding so that efforts will remain focused upon transformation leading to success.</li> <li>Only selected positions are asked to be provided through this 1003g award. The remaining positions will be provided through other funding (Title I, Title III, etc.). The transformation principal selected will be able to provide input on the positions we have selected to include in this application and the Turnaround Division members will work with the individual selected (once they are selected) to ensure that they have the individuals on staff that they need. Central Office will provide support to our newly-selected principal (once named).</li> <li>Transportation will be provided for the extended school day – this may seem insignificant, however, often, in households with low socio-economic status, one of the largest inhibitors to success is the lack of transportation. This is something that our principal will not have to locate as we have included it within this proposal.</li> </ul>	<p>Superintendent, Board of School Trustees and Transformation Building Principal</p>	<p>Ongoing</p>

<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>The District is undergoing transformational change due to the many financial reductions we have received word of from the IN-DOE. The decision has been made to restructure our central office administration and to establish a Turnaround Division. One of the key expectations of our Turnaround Division members (see attached organizational chart of that department – attached hereto) will be to support and sustain our principal and his/her team as they implement the components of the proposed programming through 1003g. This is a summary of the supports that will be provided:</p> <ol style="list-style-type: none"> <li>1. Establish Turnaround Division wherein which adequate flexibility in terms of staffing and resource procurement will occur.</li> <li>2. Turnaround Division will support the implementation of the transformation model program components at our school.</li> <li>3. The IN-DOE will provide technical assistance to our building leadership and teachers throughout the term of this award to help us achieve ever more effective results and to do so more efficiently.</li> </ol> <p>NOTE: The District provides <b>more resources per pupil expenditures</b> (PPE) for <b>Paul Harding</b> students than for any of our other District's four (4) high schools. This is noted by the following data showing PPEs: Heritage \$3,124; Leo \$2,891; New Haven \$3,169; <b>Paul Harding \$4,225</b>; and Woodlan \$3,399.</p>	<p>Executive Director of Student Services and IN-DOE technical assistance.</p>	<p>Ongoing</p>
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The principal vacancy has been posted by our Director of Human Resources via the various methods for distribution listed in the information above. Licensed and qualified candidates will be interviewed according to Board Policy. An interviewing committee has been formed (following Board Policy) which will rank the finalists for this position. The Human Resources department will then proceed with EACS' hiring procedures; including, but not limited to, an expanded background check and contacting references. Then, the Superintendent will recommend to the Board of School Trustees the prospective appointee we have selected.

**Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

**Restart Model**

(Guidance Document, Section C, pages 19-20)

☐ We will implement this model.

☒ We will not implement this model – move to next model.

**School Closure**

(Guidance Document, Section D, pages 21-22)

☐ We will implement this model.

☒ We will not implement this model – do not complete.

## F. Annual Goals for Tier I and Tier II Schools for Accountability

### *Instructions:*

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
  - One English/language arts goal for “all students.”
  - One mathematics goal for “all students.”
  - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<b>30% of all students are proficient on ISTEP+ English / Language Arts</b>	<b>63% of all students are proficient on ISTEP+ English / Language Arts</b>	<b>80% of all students are proficient on ISTEP+ English / Language Arts</b>	<b>95% of all students are proficient on ISTEP+ English / Language Arts</b>
<b>39% of all students are proficient on ISTEP+ Math</b>	<b>63% of all students are proficient on ISTEP+ Math</b>	<b>80% of all students are proficient on ISTEP+ Math</b>	<b>95% of all students are proficient on ISTEP+ Math</b>
<b>End of Course assessment goal for Algebra I and English 10</b>	<b>75% of all students are proficient</b>	<b>80% of all students are proficient</b>	<b>95% of all students are proficient</b>
<b>Graduation Rate = 88% of all students</b>	<b>90% of all students graduate</b>	<b>92% of all students graduate</b>	<b>94% of all students graduate</b>

➤ *Complete “LEA Application: General Information” if have not already done so.*

## Section II: Budget

### *Instructions:*

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013. **RESPONSE: See attached budget documents for each year of this three-year grant term.**
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve. **RESPONSE: See attached budget documents for each year of this three-year grant term.**
- 3) The **total** amount of funding per year **must total no less than \$50,000 and no greater than \$2,000,000 per year.** **RESPONSE: See attached budget documents for each year of this three-year grant term wherein we request more than \$50,000 / year and less than \$2,000,000 / year.**

*Note:* The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. **RESPONSE: See Section D3 for details wherein we discuss the alignment of our transformational efforts with funding sources including: Title I (BASIC and ARRA AYP PD funds), Title IIA, Title III, Non-English Speaking Program (NESP), IDEA and High Ability. Under the leadership of our transformational principal (to be selected), the flexibility to utilize these funds will be provided so that support will be immediate and he / she may begin immediate transformation with the support of our board, superintendent, teachers union, teachers, community stakeholders and staff upon award of this 1003g grant. If revisions are necessary to make to any of our entitlements / allocations (Title I BASIC (AYP PD funds), Title I ARRA (AYP PD funds), IDEA, Title IIA, Title III, NESP, High Ability or other sources identified as we progress), we will work with the principal to effectuate those revision requests with the IN-DOE.**

**Submit all materials in this document,  
including the two worksheets in this application to IDOE.**